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ABSTRACT

This project recruited and provided preservice training for individuals from underrepresented groups who were interested in working in urban areas with young children with special needs and their families. The project was implemented within the University of Wisconsin-Milwaukee (UWM) Exceptional Education program in collaboration with the Curriculum and Instruction program and the Center for Teacher Education. The program included both existing and proposed coursework and opportunities for fieldwork and practica experiences in a variety of settings including community-based and public school programs. Competencies related to family-centered intervention, team collaboration and consultation, care coordination (case management), cultural diversity, transition planning, and problem-solving were infused into the program. Experienced professionals from underrepresented populations were recruited as mentors. Interviews with students indicated that students' expectations were being met. This report discusses the project's objectives, accomplishments toward objectives, and project findings. Appendices contain a project brochure, news releases, student teaching evaluation form, UWM-Milwaukee Area Technical College articulation agreement, and a preservice student questionnaire. (JDD)

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ED 379 834

FINAL REPORT

UWM PRESERVICE EARLY INTERVENTION PROJECT:

RESPECTING THE FULL RANGE OF DIVERSITY

ACROSS EARLY CHILDHOOD SETTINGS

Fiscal Years 1991-1994

CFDA #84.029B

Preparation of Personnel for Careers in Special Education

Report Submitted: December 21, 1994

Submitted by:

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EC 303207

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I. Progress during Grant Period (Oct. 1, 1991 - Sept. 30, 1994)

A. Program Narrative

1. Abstract

This project was designed to address the critical shortages of personnel who are specifically prepared to provide early intervention services in urban environments. The purpose of this project was to recruit and provide preservice training for individuals from underrepresented groups who are interested in working in urban areas with young children (birth through 5) with special needs and their families. Students were recruited from populations that are underrepresented in early childhood settings including (a) minority students (African-American, Asian, Hispanic, and Native American), (b) economic disadvantaged students (who qualify for the work-study program offered by the UWM Financial Aid Office), (c) students with bilingual skills (e.g., Spanish, Hmong), and (d) male students.

This project was implemented within the University of Wisconsin - Milwaukee (UWM) Exceptional Education program in collaboration with the Curriculum and Instruction program (including both the Early Childhood and Bilingual Teacher Education programs) and the Center for Teacher Education. The program included both existing and proposed coursework and opportunities for fieldwork and practica experiences in a variety of settings including community-based and public school programs. The students who satisfactorily completed the preservice training sequence and requirements received a Bachelor of Science degree in Exceptional Education with dual certification in Early Childhood Education (ECE) and Early Childhood Exceptional Education Needs (EC:EEN). The objectives of this project included:

Objective 1: To identify and recruit students from underrepresented populations for the preservice ECE/EC:EEN teacher education program at UWM.

Objective 2: To examine specific competencies from the ECE program, the EC:EEN program, and the Bilingual Teacher Education program and to integrate those programs so that they no longer operate as parallel entities. In addition, to infuse competencies related to family-centered intervention (with attention to cultural diversity of families), team collaboration and consultation, care coordination (case management), cultural diversity, transition planning and problem-solving into the overall program of study.

Objective 3: To provide academic and personal/social support including additional counseling and advising for participating students to ensure successful completion of the program and entry into the fields of ECE/EC:EEN.

Objective 4: To establish a mentor program with experienced professionals from underrepresented populations to facilitate the transition of graduating students into the field and to assist in follow-up activities.

Objective 5: To participate in cooperative planning for personnel development with the SEA, CSPD, ICC, Wisconsin Personnel Development Project, the Part H and Section 619 coordinators, the Waisman Center (UAP), and the National Clearinghouse for Careers in Special Education.

At this time, the project has achieved substantial accomplishments. Over the three years of the project, 25 students received federal funds. These students were from underrepresented populations (17 African-American females; 4 males--two African American, one Hispanic, one economic disadvantaged; 3 bilingual females, and 1 economic disadvantaged female). Three were African-American mothers of young children with special needs. The students' college level ranges from freshman to senior status, with three post-baccalaureate certification students. Of the 25 students, 5 were full-time, and 20 were part-time. All had extensive experience in ECE or EC:EEN.

2. Accomplishments Toward Objectives

The following information describes the original activities outlined in the grant proposal with the original timeline, revised timeline, person(s) responsible and current status (completed, in progress, ongoing). Because the grant was funded after the academic year had begun, the timeline was revised.

Objective 1: To identify and recruit students from underrepresented populations for the preservice ECE/EC:EEN teacher education program at UWM.

Activities	Original Timeline	Revised Timeline	Person(s) Responsible	Status
a. Develop brochure	Aug-Sept	Jan-Feb	Prog. Coor.	Completed Year 1

Comments: Brochure depicts underrepresented populations which has been suggested as the ideal marketing strategy. See brochure in Appendix A.

b. Disseminate brochure to state and local organizations.	Sept-Dec	Feb-May	All staff	Completed Years 1-3

Comments: A unique contribution of this project was the use of a career-ladder strategy in addition to high school and two-year campus visits. This project made personal contacts and disseminated information to community programs where minority individuals were already involved in early childhood services. The results were new applicants who had extensive experience in the field (see Section 3. Findings).

The UWM and local media covered the project as a news item. See Appendix R for copies of news articles.

c.	Visit high schools, MATC two-year campuses, MPS paraprofessional and handicapped children's aide meetings, early intervention programs, community early childhood programs (e.g., child care centers, preschools, and Head Start programs)	Sept-Dec	Mar-May	Prog. Coor. Proj. Dir. Proj. Cons.	Completed Year 1

Comments: All project staff disseminated information to various community and public school agencies. The program coordinator met with groups including high school Young Educator Society meetings, Milwaukee Area Technical College campus representatives, alternative high school groups, community youth groups, paraprofessional meetings, and parent groups. Students from the project participated in the awareness activities.

d.	Develop and maintain contacts with UWM and SOE efforts in minority recruitment and retention.	Oct & ongoing	Jan & ongoing	Proj. Dir.	Completed

Comments: Contacts with the Dean of the School of Education and with the Chancellor were made by the Project Director at the beginning of the project January 1992, and informal updates were conducted annually. The Program Coordinator contacted UWM minority student resources and participated in the Minority/Disadvantage Program Office seminars on increasing minority enrollments and retaining adult students in higher education.

e.	Select Advisory Board, call first meeting to generate recruitment and mentor suggestions	Oct & Nov	Mar-May	Proj. Dir.	Completed

Comments: The Advisory Board served as the Selection Committee during Years 1 and 2. See Table 1 for membership. The Advisory Board met during the Fall '91, Spring '92 and Summer '92 semesters. Advisory Board members from agencies were contacted individually for student teaching sites.

Table 1

Advisory Board Membership

Name	Address/Phone	Position/Title
Loraine Carter	Carter Child Development Center 2001 W. Vliet Milwaukee, WI 53205 933-2322	Director
Mariant Feliciano	La Causa Inc. 809 W. Greenfield Avenue Milwaukee, WI 53204 383-5322	Bilingual Curriculum Specialist
Pat Haislmaier	St. Francis Children's Center 6700 N. Port Washington Road Milwaukee, WI 53217 351-0450	Principal
Frances Martin	Northcott Head Start 2460 N. 6 Street Milwaukee, WI 53212 372-3770	Director
Vanessa Monroe	2452 West Medford Milwaukee, WI 53206 372-0476	Minority Parent of a child with Special Needs
Luann Thompson	Neighborhood House of Milwaukee, Inc. 941 N. 28 Street Milwaukee, WI 53208 933-6161	Assistant Director for Child Development
Carol Topinka	Milwaukee Public Schools 6620 W. Capitol Drive Milwaukee, WI 53216 438-3433	Supervisor, Programs for for Children with Cognitive Disabilities (mental retardation)

Objective 2: To examine specific competencies from the ECE program, the EC:EEN program, and the Bilingual Teacher Education program and to integrate those programs so that they no longer operate as parallel entities. In addition, to infuse competencies related to family-centered intervention, team collaboration and consultation, care coordination (case management), cultural diversity, transition planning, and problem-solving into the overall program of study.

a.	Develop comprehensive list of competencies	Oct	Feb	Proj. Dir.	Completed

Comments: Staff members reviewed the Division for Early Childhood's comprehensive list of competencies to revise according to their respective fields. Members of the faculty team developed a proposal for restructuring the ECE, EC:EEN and bilingual programs into a new department in the School of Education so that a unified program could be delivered.

b.	Review the content of existing courses and experiences to determine whether competencies are addressed sufficiently; revise curricula	Oct	Feb	Proj. Dir.	ongoing

Comments: While the Early Childhood Education and Early Childhood Exceptional Education curriculum methods courses were revised, the faculty continue to advocate for a unified program in the School of Education. Some curricular changes were possible under the existing two departments; however, maximum coordination can only be accomplished in a new unified department.

c.	Review field experiences and practicum requirements across programs.	Nov	Mar	Proj. Dir. Proj. Cons.	Completed

Comments: The review of field experiences and practicum led to the development of a new student teaching evaluation tool to be used by the student, cooperating teacher, and university supervisor. This tool was developed by the project faculty and staff, field-tested with project and nonproject students, and revised over the three-year grant period. It is now used in ECE and EC:EEN across all fieldwork and student teaching practica placements. See Appendix C for Evaluation Form.

d.	Develop a new practicum seminar based upon results of a, b, & c	Dec	April-May	Proj. Dir.	Postponed

(1) Field-test the new seminar course content	Jan-May	Sept-Dec	Prog. Coor.	Postponed
(2) Modify the new content as needed based on field test data.	May	Dec	Prog. Coor.	Postponed

Comments: These activities were postponed due to the low number of graduates. Three undergraduate students graduated from the program during the grant period; however, 15 remain enrolled, after the end of the grant funding. The project staff decided to put the new seminar into the restructuring discussions so that the unified practicum seminar would have support. Presently, each department conducts its own seminar.

e.	Identify potential new practicum sites	Ongoing	Ongoing	All Staff	Completed Years 1-3

Comments: Staff continues to meet with members of the Cooperating Teacher Seminar Committee to discuss placements in school- and community-based sites. Several new early intervention (birth to three) and public school early childhood (three to five year) programs were identified over the three years of the grant.

f.	Select practicum sites	Dec	Ongoing	Proj. Dir. Prog. Coor. Proj. Cons.	Completed

Comments: Staff selected the sites for the junior and senior students in the project. New sites for fieldwork and student teaching experiences were discussed with Head Start staff and the new Milwaukee Women's Center Birth to Three Program.

g.	Establish staff development schedule for cooperating teachers in practicum sites.	Nov-Dec	Ongoing	Proj. Cons.	Completed

Comments: An interagency committee of public school and agency administrators of early childhood programs was developed to organize staff development activities.

h.	Conduct staff sessions for cooperating teachers	Jan-May	Sept-Dec Prog. Coor.	Proj. Dir. Proj. Cons.	Completed

Comments: Two one-credit Outreach and Continuing Education courses were offered in Fall 1992 and Fall 1993 for cooperating teachers in public school and agency settings. Over 60 cooperating teachers enrolled each Fall.

i.	Conduct faculty seminars	Jan-May	Sept-Dec	Proj. Dir. Prog. Coor. Proj. Cons.	Completed

Comments: The project staff presented the results of the project at the October 1994 Department of Exceptional Education faculty meeting. A similar presentation was made to the Urban Doctoral Program in 1992.

Objective 3: To provide academic and personal/social support including additional counseling and advising for participating students to ensure successful completion of the program and entry into the fields of ECE/ EC:EEN

a.	Assign students to faculty advisors	Sept & ongoing	Jan	Prog. Coor.	Completed
b.	Remind students to meet with faculty advisors at least once during each semester	Nov/Mar	Mar/Oct	Prog. Coor.	Completed
c.	Implement monthly seminar and develop study group formation	Sept-May	Jan-May & ongoing	Proj. Dir. Prog. Coor. Proj. Cons.	Completed

Comments: The first monthly seminars held in Spring '92 were organized to address practical issues related to registration, enrollment, program advising and orientation to campus. Issues for following semesters addressed concerns pertaining to the students. A Graduate School staff member visited to discuss graduate program support. Other social events to promote networking were held at the beginning and end of each semester. A weekly study group was implemented for one course, as per requests from the students.

d.	Coordinate special tutoring services as needed	Sept-May	Jan-May & ongoing	Prog. Coor.	Ongoing

Comments: Special study sessions were conducted by the program coordinator. Remedial reading, writing, and math courses were recommended to students who had difficulty with Spring '92 courses. Additional help was made available as needed.

Objective 4: To establish a mentor program with experienced professionals from underrepresented populations to facilitate the transition of graduating students into the field and to assist in follow-up activities.

a.	Develop a pool of mentors from underrepresented populations	Nov	Feb & ongoing	Prog. Coor. Proj. Dir. Proj. Cons.	Completed

Comments: The program coordinator developed a pool of mentors from underrepresented populations; however, students identified their own mentors from their respective work places or community. The Advisory Board and Faculty from the School of Education were invited to seminars so that underrepresented professionals in the field could meet with the students.

b.	Implement monthly seminar and develop discussion topics	Sept-May	Mar-May	Prog. Coor. Proj. Dir. Proj. Cons.	Completed

Comments: Potential mentors were invited to the discussion seminars during the first year. All students selected their own mentor.

c.	Participate in the Beginning Teacher Network from the Center for Teacher Education	Oct.	Dec. May	Proj. Dir.	NA

Comments: Professor Marleen Pugach, coordinator of the CTE's Beginning Teacher Network, was contacted about the project. Two students were eligible in Fall '92 and Fall '93; however they were employed by the Kenosha school district and Madison early intervention program (both had offers from Milwaukee programs). This network operates in Milwaukee Public Schools. The student who graduated in Spring '94 took a job in Milwaukee Public Schools, but the CTE no longer offers the program.

Objective 5: To participate in cooperative planning for personnel development with the SEA, ICC, Wisconsin Personnel Development Project, the Part H and Section 619 coordinators, the Waisman Center (UAP), University of Wisconsin - Whitewater (CSPD assessment contractor) and the National Clearinghouse for Careers in Special Education.

a.	Disseminate information to lead agencies on trainee graduates	May		Proj. Dir.	Completed

Comments: Three students have graduated at this time; one more will graduate in Dec. 1994. When students graduate, the Project Director disseminated information to Part H and Section 619 coordinators as well as the Waisman Center (UAP). This report with the data on the number of trainees and their status has been disseminated.

b.	Review vacancy data and provide state CSPD contractor with data on ECE/ EC:EEN graduates	May		Proj. Dir.	Completed

Comments: The three students who graduated at this time had multiple and competing job offers. Vacancy data from the UW-Whitewater personnel report (CSPD assessment contractor) continue to highlight the ongoing need for ECE/EC:EEN students from underrepresented populations. This project provides the CSPD data to Part H and Part B agencies.

c.	Maintain notebook of listings of ECE/EC:EEN position vacancies. Participate in recruitment and retention efforts by the National Clearinghouse for Careers in Special Education.	Sept &	Jan-ongoing	Prog. Coor. ongoing	Ongoing

Comments: Job vacancy notebook in the Department of Exceptional Education is updated on an ongoing basis. The faculty continue to participate in the recruitment and retention efforts of the National Clearinghouse.

d.	Participate in efforts National Clearinghouse		Ongoing	Proj. Dir.	Completed

Comments: Data on graduates from this program was disseminated to the National Clearinghouse for Careers in Special Education.

3. Findings to Date

a. Recruitment and retention of students

The recruitment process continued in Year 1 with personal contacts and mailings to community agencies and public schools to describe the project and to seek applicants. Announcements and packets of applications were sent to 45 community programs and agencies. In response to the newspaper coverage, personal contacts, and mailings, the project received over 100 requests for applications. The 13 students were funded by federal monies in Year 1; 18 students in Year 2, and 15 in Year 3. In Year 1, 13 students were selected. In Year 2, the Advisory Board reviewed 18 applications and conducted interviews with six students. Three students were selected for Fall 1992 and the remaining two were deferred until Spring '93 because of funding constraints. No students

were added in Year 3.

Table 2 shows the data for the 25 underrepresented students participating in the program over all three years. The first page shows the 16 students who are continuing with their studies (one will graduate Dec. 1994). The second page shows the students who graduated or dropped from the program.

As shown in Table 2, the majority of students were African-American (N = 19); four were Hispanic, and two were Caucasian. The Caucasian students qualified because they were economic disadvantaged (met the UWM requirements for financial aid for the last three years). Three male students enrolled.

Three students have graduated, and all three graduated with honors (See Table 3). These students had multiple job offers. They are all employed in southeastern Wisconsin (Madison, Milwaukee, Kenosha).

Six students have dropped from the program (See Table 4). Two students moved out of state (Henry & Rivas), two students changed programs (Martines & Vann), and two students were administratively dropped for academic reasons (Peterson and Salley).

Table 5 shows the 15 students continuing represent the range of preservice levels: 5 sophomores, 4 juniors, and 6 seniors. One post-baccalaureate student is continuing. Only one student is "academically at-risk" with a grade point average below 2.0. This student (Grant) has been referred for remedial work.

The characteristics of the continuing 15 undergraduate preservice students are "nontraditional." As Table 5 indicates, the average age is 37 years--above UWM's average of 26 years. Fourteen of the 15 students have children; 9 students have children under 12 years of age who require child care. All 15 students are currently employed. No student lives in campus housing; students commute an average of 7 miles to campus.

The capacity for the program to recruit well-qualified students is shown in the number of years of experience in early childhood. As seen in Table 5, students averaged 8 years of experience working with young children.

Table 6 shows the current status of enrollment for students in the program and their coursework. Ten students are enrolled for Fall 1994; one is full-time and 9 are enrolled part-time. Because the grant ended, six of the continuing students did not enroll.

b. Program staff

Program Coordinator Allen and Project Assistant Pichelmann were hired during Year 1.

Table 2
ExCel Student's Standing

	Student Teaching	Cum Degree Credits	GPA	SOE admitted	PPST	English	Math	Comm 101/103	300-100	360-300/600	360-200
Ahmad	B-3	89	2.865					C	Cr		
Childs	B-3	163*	3.38	Y	NA	NA	NA	NA		600 A	
Coleman		18*	2.02			101 F		D	A-	600 D	
Crum	Reg Ed	127	2.161		Read 172 Write 170 Math 158		095 C	B	A	600 B	
Evans	Reg Ed	87	2.699	Y		101 B- 112 B+	099 C+ 095 C 109 D	C+	A	300 A	Cr
Eyers	B-3	101	3.124	Y	NA	NA	NA	NA	Cr	B	Cr
Grant		25*	1.55					D	B	600 D	
Harris		75	2.136			101 B		B+			
Morris	Reg Ed	95	2.374			095 B- 101 B 112 A-	095B 112 C- 109 B- 105 D+			600 C+	
Shands		51	2.571			Transfer accepted 101		B	B		
Strozier		52	2.786			101 C+	095 F			600 D	
Sugge		6*	2.78								
Troutman		18*	2.573			090 B+ 095 C+		C+	A	600 D+	
Vega		178	2.641	Y	NA	NA	NA	NA		C+	
Werner		30	2.303		Read 175 Write 168 Math 173	101 C+ 215 C	090 C	C	A	600 C	
Wright		47	2.889			Transfer accepted 101 112 B	090 B 095 C+	A		600 A-	

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Table 2 (continued)

	GRAD DATE	Cum Degree Credits	GPA	DROP DATE	PPST	English	Math	Comm 101/103	300-100	360-300/600	360-200
Henry		17	2.137	Spring 1994				B+			
Lutter	1993	141	3.604		passed	passed essay	109 B+	B+	A-	A	cr
Martines		6	3.17	Fall 1993						B	
Mims	1994	120	3.176		waived	passed essay	109 B+	B	A-	B	cr
Peterson		68	1.690	Fall 1993			109 B+				
Rivas		208	3.50	Spring 1993							
Salley		14	1.79	Fall 1993					A	D	
Steffenhagen	1992	150	3.267				113 B 109 B+	B-	A-	A	cr
Vann		67	2.80	Spring 1994		transfer accepted 101	095 D+	Transfer accepted 103	B		

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* calculation of Cumulative Degree Credits; does not include grades from incompletes

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Table 3

PRESERVICE GRADUATES

Student	GPA	Cumulative Degree Credits	Graduation Date
Lutter	3.604	141	Dec. 1993 w/ honors
Mims	3.176	128	May 1994 w/ honors
Steffenhagen	3.267	150	May 1992 w/ honors

Table 4

STUDENTS DROPPED FROM PROGRAM
1991-1994

Student	GPA	Cumulative Degree Credits	Dropped from Program Date
Henry	2.137	17	Spring 1994
Martines	3.17	6	Fall 1993
Peterson*	1.69	68	Fall 1993
Rivas	3.50	208	Spring 1993
Salley*	1.79	14	Fall 1993
Vann	2.80	67	Spring 1994

Students dropped from the program for nonacademic reasons (changed jobs and/or locations).

* Students dropped from the program for academic reasons.

Table 5

PRESERVICE STUDENTS DEMOGRAPHICS

Name	Underrepresented Population	Date of Birth	College Level	Years in EC/EEN	Children 12 and under	Children 13 and under 25	Miles to Campus	Currently Employed
Ahmad, A.	African-American	12/15/41	Senior	6	0	2	5	Yes
Childs, T.	African-American	4/08/62	Senior	3	2	0	4	Yes
Coleman, P.	African-American Economic Disadvantaged	12/24/56	Sophomore	17	1	1	10	Yes
Crum, V.	African-American	7/30/49	Senior	16	0	2	6	Yes
Evans T.	African-American Economic Disadvantaged	4/18/67	Senior	5	2	0	3	Yes
Eyers, M.	Hispanic, Bilingual	2/24/57	Senior	15	2	0	10	Yes
Grant, R.	African-American	8/16/54	Sophomore	6	1	1	5	Yes
Harris, C.	African-American	12/25/50	Junior	4	1	4	8	Yes
Morris, C.	African-American Economic Disadvantaged	3/10/68	Senior	5	0	0	5	Yes
Shands, B.	African-American Economic Disadvantaged	5/14/51	Junior	12	0	1	3	Yes
Strozier, K.	African-American, Economic Disadvantaged	11/10/69	Junior	5	5	0	4	Yes
Suggs, H.	African-American	9/17/53	Junior	19	0	1	12	Yes
Troutman, F.	African-American, Male	2/23/64	Sophomore	2	4	0	5	Yes
Werner, S.	African-American	3/20/63	Sophomore	6	2	1	12	Yes
Wright, M.	African-American	4/20/65	Sophomore	5	0	0	20	Yes
Averages		**1957**		**8**			**7 miles**	

TABLE 6

STATUS AND ENROLLMENT OF CURRENT PRESERVICE STUDENTS
FALL 1994

Student	Course(s)	Full Time	Part Time
TC	272-505, 360-481, 360-573		X
VC	360-573		X
TE	204-206, 272-302, 272-501, 360-299, 360-573	X	
ME	360-573		X
CH	660-489, 600-090		X
CM	272-100, 315-322, 370-101		X
KS	600-095, 754-107		X
HS	350-112		X
FT	600-090		X
MW	600-175		X

204-206 Biology of Women
272-100 Introduction to Teaching
272-302 Curriculum Prekindergarten & Kindergarten Level
272-501 Childhood Education-Developing Language
272-505 Home-School Relations
315-322 Introduction: Instructional Computing
360-299 Independent Reading
360-481 Student Teaching-Childhood Exceptional Education Needs
360-573 Goals/Assessment: Childhood Exceptional Education Needs
370-101 Arts Alive
600-090 Basic Mathematics
600-095 Essentials of Algebra
600-175 Math Explorations-Elementary Teacher I
660-489 Workshop: Integrating Music: Elementary Curriculum
754-107 Physics in Everyday Life

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4. Products

a. **Brochure**. The brochure developed for the project is in Appendix A.

b. **Media articles**. Coverage of the project by UWM and local newspapers has been an additional (and unexpected) product (see Appendix B for news releases).

c. **Student Teaching Evaluation Form**. The faculty developed a unified evaluation form to span ECE and EC:EEN from fieldwork to practicum experiences (see Appendix C).

d. **Completed MATC/UWM articulation agreement**.

The interagency agreements between the Milwaukee Area Technical College and University of Wisconsin - Milwaukee were completed to assure smooth articulation of minority students into teaching careers. These agreements are important because many minorities start higher education programs at MATC (which offers pre-education classes, but not teacher certification degrees).

Associate Dean Barbara Cannell of Milwaukee Area Technical College met with the project director and faculty consultants to develop two agreements for the articulation of students from MATC to UWM's ECE or EC:EEN programs. This work began in Fall 1992 and was approved by the Chancellor in Spring 1994.

Previously, transfer credits were not given for all course work, and often times students repeated classes they had already taken. See Appendix D for the ECE and EC:EEN agreements.

e. **Evaluation data**. The evaluation plan from the original proposal was expanded to include qualitative research on the development of the students in the project. Additional methods of gathering information (e.g., interviews, journals, eco-mapping, self-perception instruments, etc.) have been carefully designed into ongoing quantitative data collection (see Appendix E for interview instrument).

Initial interview data from Years 1 and 2 indicate overall satisfaction with the program. Students stated they are receiving training necessary to become successful teachers and leaders in the field of early intervention. They described a developing system of emotional and academic support in the Preservice project, naming families, co-workers, project staff, and fellow students as their strongest sources of support. Additionally, some students have developed significant mentoring relationships with early intervention professionals in the field. Most students reported satisfactory academic progress noting that taking classes in cohort group was very beneficial. Although several struggled with some difficult courses, all agreed they had learned about study and course-taking skills necessary for success at the university. Overall, interviews confirmed the students' expectations for this project are being met and data identified specific strategies

which have been helpful in revising project activities. Data from Year 3 are being transcribed.

5. Significant Accomplishments (1991 - Present)

This project has a number of significant accomplishments.

a. Recruited, Selected and Enrolled Students for three years.

Activities related to this accomplishment were:

(1) Revising an application for prospective students

(2) Revising screening and selection procedures

(3) Convening Advisory Board to serve as selection committee

(4) Disseminating application and grant information to community programs

(5) Reviewing applications and interviewing candidates

(6) Notifying successful new and continuing students for registration

(7) Registering all students and enrolling them in the courses they need based on their individual programs for three years

b. Received Additional Scholarship Funding. A private donor met with the project director and expressed continued interest in supporting two additional students for the project on a permanent basis. The UWM Foundation with the School of Education has set up the scholarship fund with ongoing funding that will continue after the end of this grant.

c. Assembled the Planning Team for the Cooperating Teacher Seminars. A committee was established to examine the content of the cooperating teacher seminar scheduled for Fall 1992 and Fall 1993. Committee members include agency and public school staff and administrators who work in early childhood settings along with UWM staff.

d. Assembled Advisory Board. Members have met once a semester to review applications and interview candidates (if necessary), and to review grant progress and activities (refer to Table 1 for membership).

e. Notified students' employers. The Project Staff sent letters to students' employers and mentors announcing their participation in the grant program. Students selected the contacts for sending these letters of announcement.

B. Changes in plan/scope of work since last approval.

The proposed scope of activities for the project was completed as identified. Changes have occurred in the timeline for completion (see Section A.2. Accomplishments toward Objectives to Date). The timeline changes occurred due to the dates of Year 1 funding cycle. The original proposal anticipated starting in August 1991--to correspond with the academic calendar. Since funding occurred October 1991, activities have been pushed back one semester. These changes are delineated in the revised timeline found in Section A.2.

C. Changes in key staff.

No changes have occurred for key staff.

D. Dissemination Plan

The following dissemination activities were accomplished.

1. Distributed brochure
2. Visited high schools
3. Developed articulation link with local technical college
4. Responded to telephone and mail inquiries
5. Maintained contact with School of Education resources (Center for Teacher Education, Education Advising Office, SOE Research Office)
6. Developed and maintained contact with UWM resources
7. Met with Advisory Board once per semester to update on project activities
8. Developed new supervision evaluation tool and field-tested with students, cooperating teachers and university supervisors
9. Presented the results of the project at four national conferences (1993 Annual Conference on the Recruitment and Retention of Minorities in Education, Lexington, KY; 1993 Division for Early Childhood Conference, San Diego, CA; 1992 Division for Early Childhood Conference, Washington, DC; 1992 Annual Empowering Families Conference, Seattle, WA)
10. Coordinated minority teacher recruitment with other funded projects including the Pathways Project funded by the DeWitt-Wallace Reader's Digest Foundation and with federal student loan opportunities.

Appendix A:

Project Brochure

UWM Preservice Early Intervention Project:
Respecting Cultural Diversity Across Early Childhood Settings

This federally funded project supports full and part-time undergraduate students from underrepresented populations for the Early Childhood Education/Early Childhood Exceptional Education teacher education program at the University of Wisconsin–Milwaukee.

With strong community support, this collaborative effort utilizes the skills and expertise of numerous university programs and departments:

- Exceptional Education
- Early Childhood Education
- Bilingual Education
- Center for Teacher Education

Students recruited for the project are from populations currently underrepresented in early childhood educational settings. These students are mentored by professionals in the field. This innovative program provides support and role models. Students presently in the project are seen as the "mentors of tomorrow."

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For further information:
Early Childhood Education Project
University of Wisconsin–Milwaukee
P.O. Box 413
Milwaukee, WI 53201

(414) 229-6790

UNIVERSITY OF WISCONSIN MILWAUKEE

School of Education
PO Box 413
Milwaukee, WI 53201

UWM

EX - CEL

Exceptional Children's Education Leaders

UWM Preservice Early Intervention Project:
Respecting Cultural Diversity Across
Early Childhood Settings

Appendix B:

News Releases

May 1994
SOE Report

Minority Student Groups Connect

On Wednesday evening, April 13, students and faculty from five minority programs operating in the School of Education gathered for a reception in the UWM Union. "This is the first time we've attempted to bring students from these groups together," says Lee Allen, coordinator for the ExCel Program, which hosted the event. "I think it's a good opportunity for students and faculty to meet and share experiences."

ExCel is a program designed to support students from groups that are under-represented as teachers in early childhood settings. Under-represented populations include minority students, those with bilingual skills and male students. The three-year project has been federally funded by a grant from the U.S. Department of Education and locally supported by Ms. Norma Jean Hallberg, who agreed to assist students enrolled in the program with the donation of $25,000 over a five year period through the Stella Johnson Staunt Fund.

CUTEP (Cooperative Urban Teacher Education Program) is aimed at minority recruitment and retention in the field of education. CUTEP students complete their first two years of college at the Milwaukee Area Technical College (MATC). They transfer to any one of several area colleges, including UWM, for their last two years of teacher preparation. "This is a unique model," says Tony Baez. "The program has been written up in national publications. I'm proud of what we have achieved." Baez had worked to set up the Cooperative Urban Teacher Education Program when he was assistant to the president at MATC.

Through the **Metropolitan Milwaukee Teacher Education Program**, MPS paraprofessionals and teachers' aides earn their teaching certifications by working in the classroom with teacher coaches. "This is a group of carefully selected adults who have been working with children in MPS, and learn to teach by teaching," explains Professor Martin Haberman. Haberman developed the program in cooperation with Linda Post, also a professor from the Department of Curriculum and Instruction. The Metropolitan Milwaukee Teacher Education Program is the product of a collaboration between the UWM School of Education, the Milwaukee Public Schools and the Milwaukee Teachers Education Association.

"The **Ronald McNair Program** encourages low-income, first-generation and/or minority students to pursue graduate and doctoral studies," explains Yvonne Croston, director of the program at UWM. "About one-third of our students are in the School of Education." Part of a national initiative, the Ronald McNair program is federally funded through the U.S. Department of Education. "We help students get ready to take the GRE, complete papers, and fill out the necessary applications for graduate school," says Croston. "We also offer scholarships, stipends and summer research internships".

Scholars from the **Milwaukee Pathways to Teaching Careers Program** were also present at the reception. (See page 8 for more information on the Pathways Program.)

"Research indicates that retention levels increase when students feel connected to other students and faculty members at a university," says Allen. "This reception was a chance for students to make some of those connections and support one another." ■

Photo: Bill Herrick

Students and faculty attending the reception included (left to right beginning with back row) Coordinator Lee Allen, Vernette Crum, Tamika Evans, CUTEP Director Willette Calvin from MATC, Professor Toni Griego-Jones, Maria Evers, Rachel Grant, Chandra Morris, Professor Christine Burton, Jennifer Mims, Professor Ann Higgins Hains and Fred Troutman.

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Other patterns for teachers

By Beth Ewing

The idea took shape as, semester after semester, Assoc. Prof. Ann Higgins Hains taught early childhood exceptional education courses to classes filled with white, middle class females.

"Then, I would go to the Milwaukee Public Schools to do student teaching evaluations, and see who they were teaching," Hains recalls. "In six years at UWM, I had only one male student and no minority students, and felt I had to do something about it."

With funding from the "UWM Preservice Early Intervention Project: Respecting Cultural Diversity Across Early Childhood Settings," her determination is being translated into action. The U.S. Department of Education, Office of Special Education grant will fund the three-year project, providing $95,000 for the 1991-92 academic year.

"In six years at UWM, I had only one male student and no minority students, and felt I had to do something about it."

The project will support at least 10 students each year from groups that are underrepresented as teachers in early childhood settings. The grant also funds a half-time program coordinator.

"Underrepresented populations" include minority students (African American, Asian, Hispanic and American Indian), economically disadvantaged students, students with bilingual skills and male students. These groups are underrepresented in early childhood education for different reasons.

"In the case of men, the field has traditionally been perceived as 'women's work,' with men discouraged from entering it because of status and compensation issues," says Chris Burton, assistant professor of curriculum and instruction.

"The other groups have failed to enter early education for the reasons they haven't entered other fields – lack of financial resources and other support systems," Burton continues.

Hains believes the project was funded because it: addressed the need for minorities in early childhood education and early exceptional education; developed as a collaborative effort between Hains (exceptional education), Burton (early childhood education) and Asst. Prof. Toni Griego-Jones (bilingual education); demonstrated strong community support; and showed innovation in its use of a mentoring program.

From the beginning, students will be linked with mentors. "We are looking for professionals to act as mentors," Hains says. "We are particularly eager to find minority members who are early childhood educators." The project also will tap into the wide range of support services for students on campus and in the community. For example, at UWM resources include minority student support services; in the Milwaukee community, the UWM-MPS Early Teacher Training Contract Program; and at the state level, the Wisconsin Early Childhood Association and the Wisconsin Division for Early Childhood/Council for Exceptional Children.

Dave Mackison

From left: Ann Hains, Toni Griego-Jones, Chris Burton

There is also a tier of support for the project itself. "There is strong community support for the project," says Hains. "For example, people at neighborhood day-care centers and Head Start programs see the project as a means of promoting their own staffs, and are eager to participate by providing sites for student teaching. Those in the trenches see the need for the project and the importance of bringing more minorities into the field."

The project focuses on a need that also has been documented by State of Wisconsin data. "While the primary school population of the City of Milwaukee is 75% minority students, the teachers are overwhelmingly white females," Hains says.

"The benefits to minority students and their families in having teachers of their own background are clear," she says. "In addition to teachers acting as role models, these teachers have an understanding of students and their families based on shared experiences and culture. In early intervention, for example, home visits are part of the program. Families may have someone from a totally different background trying to relate to them. Clearly, it's to the child's benefit if his or her teacher can really communicate with the family." (Early intervention covers children from birth to age 3 who have special needs, and their families.)

Students are being recruited for the project. Although the ideal candidate would be a sophomore or junior who could be entering educational course work, any students or prospective students are eligible. Hains hopes to find students now who will begin the program in the winter semester, as well as students who will start next fall.

"This would be an opportunity for someone who is already working with children but hasn't had the resources to pursue a degree," Hains says. Students may be full- or part-time, so they could continue to work.

Students who satisfactorily complete the preservice training sequence and requirements will receive a bachelor's degree in exceptional education with dual certification in early childhood education and early childhood exceptional education needs, with bilingual education, if applicable.

Hains is recruiting for the program coordinator. Applicants must have at least a bachelor's degree, with experience in early childhood, early intervention or child development. Minorities and parents of children with special needs are encouraged to apply. Application deadline is Nov. 15. Those interested in participating in the program as students or mentors, or applicants for the coordinator position, can contact Hains at ext. 4615.

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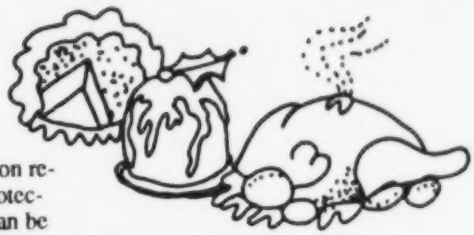
Incidents in campus area raise concerns about safety

Concerns about sexual assault, including date rape, have been heightened this fall as a result of incidents on campus and in the UWM neighborhood. Two assaults of UWM students have occurred in Lake Park, two on Oakland Avenue and one on Farwell Avenue since the start of classes. In addition, the first two confirmed reports of date rape in Sandburg Halls were submitted to the dean of students.

Until this year, reported incidents of sexual assault on the UWM campus have been low. For 1989 and 1990 combined, only four incidents were reported and all were fourth-degree cases of indecent touching. While it is true that sexual assaults are underreported nationwide, the number and seriousness of cases thus far this year at and near UWM may be indicative of an unfortunate trend.

The Office of the Dean of Students has published and distributed *Street Smarts*, a brochure defining the forms of sexual assault, providing statistics on reported incidents and suggesting protective measures. Additional copies can be obtained from the office in Mellencamp 118 or by calling ext. 4632. Helping to keep the area safe are two campus escort services, BOSS in Sandburg Hall and SA in the Union, and the Women's Transit Service, departing nightly, Monday-Friday, from the Union Concourse.

State law (AB 431) and UWM policies require that any employee of UWM who witnesses a sexual assault on campus, or receives a report from a student who has been sexually assaulted, report it to the dean of students. While it is not necessary to report the alleged victim's name, the last four digits of the student's ID number should be reported if possible in order to eliminate the possibility of duplicate reports of one incident. Employees making reports should call Carmen Witt, dean of students, at ext. 4632 or 4577.



A holiday dinner in the 'country'

A new tradition will be instituted this holiday season by Dining Services. "A Country Holiday Dinner," featuring music, country-style foods and a rural American ambiance straight out of Currier and Ives, will replace the Olde English Tudor Madrigal Dinner of years past. The dinner will be held two nights, Friday and Saturday, Dec. 6-7.

On the menu will be turkey, Wisconsin duck, country ham, steamship round of beef, corned beef, a variety of salads, breads, vegetables, potatoes and old-fashioned desserts. A social hour starts at 6 p.m., with dinner at 7 p.m. in the Union Wisconsin Room. Tickets are $16.95 for adults and $7.95 for children.

For more information, call ext. 5833.

Enlightening project

Students in the introductory level architectural fundamentals studio examine lamps designed as a class project. The lamps, which were displayed in the Union Concourse last month, are based on the work and philosophy of well-known architects.

Harassment issue

From page 4

you might change in the interest of professionalism and to avoid misunderstanding. Here, whether you do this to both sexes, or just one, would be a relevant factor, Bulluck says.

And although it may be "ill-advised" for someone to come to work or class in clothes that might be considered suggestive, that's another issue and is no excuse for any sexual misconduct.

Of course, there are many far worse and more blatant kinds of sexual harassment than some of the examples noted here. But these relatively common, day-to-day gender problems can interfere with a person's work, and even more important, with that person's rights.

Bulluck notes that while women are more often the victims of sexual harassment, men also are vulnerable. UWM's sexual harassment policies and procedures protect both genders, she emphasizes.

"The largest percentage of harassment victims are females, but people often forget that males also can be victims," Bulluck says.

ALUMNI NEWS

Opening doors for teachers

By Beth Ewing

Lee Allen (MS CurrIns '78) has been named program coordinator for a project that will support students from groups that are underrepresented as teachers in early childhood settings. The "underrepresented" groups include minority students (African American, Asian, Hispanic and American Indian), economically disadvantaged students, students with bilingual skill and male students.

A U.S. Department of Education, Office of Special Education grant is funding the three-year project, providing $95,000 for the 1991-92 academic year. The students selected for the "UWM Preservice Early Intervention Project: Respecting Cultural Diversity Across Early Childhood Settings" began classes with the 1992 spring semester.

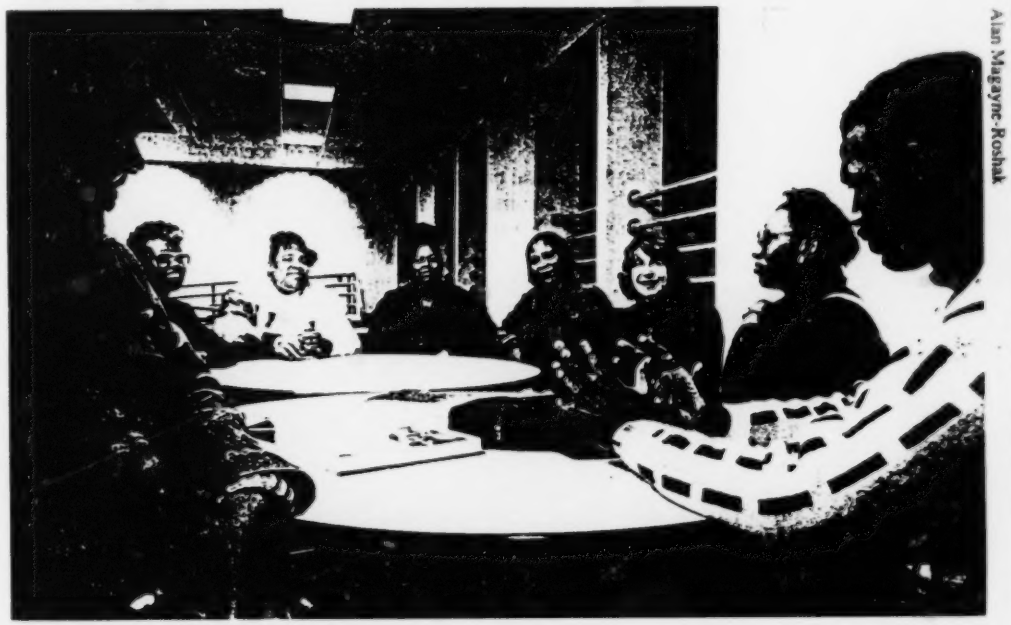
Allen, also a lecturer in the UWM Department of Curriculum and Instruction, will act as an advocate for the 16 students, helping with everything from child care problems to after-hours advising. With an average age of 34, these students have complex lives that may include families and jobs. In addition to her master's degree, Allen has extensive experience in cross-cultural and elementary education, and working with families.

Her plans for the students will include their own families, with group activities such as bowling or cinema parties at the UWM Union. "Since we're encouraging these students to see the kids they will work with in a family setting, that's how we will treat them," she says. She will encourage the families – parents, spouses, children – to realize their role in encouraging these students.

Allen also will help students tap into the wide range of support services for students on campus and at the city and state level.

There already is strong community support for the project. All of the students selected to participate were working in some capacity with small children, and the professionals at neighborhood child care centers and Head Start programs view the project as a means of promoting their own staffs.

Students will be linked with mentors from the beginning of their studies, and Allen is looking for professionals, especially minority members, who are early childhood educators or work in related areas, such as speech therapy or social services. Coordinators of the project consider the students who are just beginning their studies as the "mentors of tomorrow."



Alan Magayne-Roshak

Students preparing to be early childhood teachers include (from left): James Salley, Patty Coleman, Chandra Morris, Kym Strozier, Brenda Shands, Lee Allen (program coordinator), Rachel Grant and Frederick Troutman.

Students who satisfactorily complete the preservice training will receive a bachelor's degree in exceptional education with dual certification in early childhood education and early childhood exceptional education needs, with bilingual education, if applicable.

Allen's other responsibilities include building awareness of the project and implementing the evaluation plan. She is working closely with the coordinators of the project, Ann Higgins Hains in exceptional eduction needs, Chris Burton in early childhood education, and Toni Griego-Jones in bilingual education.

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Career Link

Here's your chance to get first- being compiled and will be avail-

Milw. Sentinel
11/16/92

MICHAEL SEARS / Sentinel photographer

Shandowlyon Peterson (left) plays with her daughter, Barbara, 4, and son, Brandon, 2. Peterson recently earned her two-year degree at Milwaukee Area Technical College. She plans to continue working toward a teaching certificate so she can instruct children with disabilities, a career inspired by her son.

REAL CLASS

Supermom inspired by son who has cerebral palsy

By WILLIAM JANZ
Sentinel staff writer

She must have more hours in her day than are allocated to the rest of us. She couldn't fit what she does into the measly 24 that we have.

Shandowlyon Peterson is a wife, and mother of two small children; is a top student at the Milwaukee Area Technical College, where she is president of Phi Theta Kappa, an honorary academic society; has a part-time job; is closely involved with her church and choir; and has just received a scholarship to the University of Wisconsin — Milwaukee, which she may attend at night.

"I don't spend time thinking about it; I just do it," Mrs. Peterson, 26, said.

She is strong-willed, energetic, committed. You can't break her grip.

Mrs. Peterson already had made teaching a goal when she gave birth two years ago to Brandon, who has cerebral palsy. As life was startlingly changed for her and her husband, Affice, 27, she decided to work toward teaching children with disabilities. Their son launched a career.

"There needs to be early intervention for children with special needs," she said, adding that her son began receiving therapy as a baby. Brandon had a stroke before he was born.

When Mrs. Peterson is asked about herself, she keeps pointing to her family and her husband. The family seems to have made a model out of the past, and a strong family seems to be the strongest family tradition.

"I always say that if I could be half the mother my mother is, my kids will be fine," Mrs. Peterson said.

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See Janz / 8A

Stricken son inspires supermom

Janz

From 1A

Her mother, Barbara Hendricks, is closely involved with church and also takes classes at MATC. Mrs. Peterson's father, Henry, was a former law enforcement officer in Illinois who became minister of the Church of the Living God, Temple No. 132, in Milwaukee. Oh, yes, and he, too, is a student, taking classes at UWM.

• • •

A strange-looking, wooden piece of equipment in the Peterson home costs more than $1,000. This is where Mrs. Peterson works with her son, helping him to stand.

"We try to make his legs stronger so they can hold his weight," she said. "He isn't walking, but he will eventually."

Her handsome, good-hearted son seems to be committed to this wooden contraption, too. This is where independence begins. Here, and in the bedrooms full of stuffed animals and dolls, where he plays with his beautiful sister, Barbara, 4.

• • •

Mrs. Peterson just achieved her two-year associate degree, but will take several more courses at MATC next semester. She hasn't decided yet whether to enroll at night at UWM or start next fall, so she can work toward her teaching degree.

This past semester, her classes required that she work at Sinai Samaritan Outpatient Drug Treatment Center, where she tried to help people, most of whom had families that had disintegrated. She recalled a woman who worked as a prostitute.

"I saw the vulnerable little girl who never grew up, who used drugs and promiscuity to escape the pain," Mrs. Peterson said.

This is a society where any pain is intolerable; where there no longer are stomachaches, only much harsher sounding intestinal infections; where there no longer are colds, only much harsher sounding respiratory infections. This is a society where the least tremor, the least touch of pain, is treated with everything from two aspirin to powder you snort up your nose, or dilute and stick in your arm.

Mrs. Peterson didn't tell this woman who had pain that some people work and go to school and take good care of a family that includes a son who needs all the help he can get, and that these people have pain, too, but they don't drug it. They feel it, and they work hard to correct what they can; they learn from it, and they do something else: They don't give up.

THINKING ABOUT GOING BACK TO SCHOOL?

The *University of Wisconsin-Milwaukee*, School of Education is offering a educational grant to parents with disabled children to pay for tuition in the the field of Early Childhood Exceptional Education.

If you would like more information, write to Ann Higgins Hains, UWM School of Education, Dept. of Exceptional Education, Enderis Hall, P. O. Box 413, Milwaukee 53201 or call 229-4615 or 229-5251.

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Appendix C:

Student Teaching Evaluation Form

University of Wisconsin-Milwaukee
Student Teacher Evaluation
Early Childhood Education (Pre K-Grade 3)
Early Childhood Exceptional Education (Birth to Five)

STUDENT NAME:_____

STUDENT ID#: COURSE & SECTION_____

SEMESTER & YEAR:_____ SUPERVISOR:_____

COOPERATING TEACHER:_____

SCHOOL/AGENCY:_____

GRADE/SUBJECT:_____

0 = Unacceptable 1 = Weak 2 = Satisfactory 3-Strong 4 = Outstanding NA = Not Applicable

URBAN TEACHING

___Is sensitive to and respects cultural, racial, gender and social class differences
___Is willing to work with children of varying cognitive and physical abilities
___Demonstrates non-racist and non-sexist behavior
___Is dedicated and committed to working with children and families regardless of culture, race, gender and social class
___ Reflects on teaching and upon the educational, social and political contexts in which teaching is embedded
___ Views a situation from multiple perspectives

PROFESSIONALISM

___ Interacts effectively with other professionals and staff from a variety of cultural, racial and socioeconomic groups
___ Responsibly and carefully considers consequences of actions
___ Is openminded
___ Engages in self-appraisal of teaching
___ Systematically observes children, colleagues and themselves
___ Monitors effects of teaching decisions and alters behavior accordingly
___ Participates collegially with peers in professional development
___ Articulates instructional and management decisions consistent with principles of teaching and learning
___ Respects full range of family diversity

DEVELOPING LEARNERS

___ Understands teachers' responsibility to enhance child development
___ Applies sound principles of learning to instruction
___ Uses developmentally appropriate practice
___ Relates knowledge of children's abilities to choices about content and method of instruction
___ Helps children process, retain, recall and transfer information
___ Fosters children's construction of knowledge and develops critical thinking
___ Fosters healthy emotional, social and moral development

INSTRUCTION

___ Demonstrates knowledge of developmentally appropriate practice
___ Draws from a broad repertoire of instructional strategies and materials
___ Develops instructional and motivational strategies for diverse groups of children and families
___ Applies appropriate strategies for dealing with management and instructional dilemmas
___ Teaches learning strategies to children
___ Produces interesting and motivating learning activities

DEVELOPMENTALLY APPROPRIATE LEARNING ACTIVITIES:

___ Emphasizes active learning and problem-solving
___ Utilizes a balance of instructional strategies, including a small group, whole group, and learning centers
___ Addresses content through an integrated, thematic approach
___ Facilitates play as a learning vehicle
___ Utilizes developmentally appropriate assessment strategies to guide instruction
___ Collects data on relevant behavior and instructional goals/objectives and revises instruction based on data
___ Individualizes in meaningful ways

OVERALL LEARNING ENVIRONMENT:

___ Provides appropriate and varied materials
___ Arranges physical space to facilitate learning and comfort
___ Maintains balanced and flexible daily schedule (e.g., active/quiet; teacher-directed/child-initiated)
___ Sets appropriate limits and utilizes positive guidance techniques
___ Provides balanced attention to development in all domains (e.g., cognitive, language, social-emotional, motor creative, self-help)
___ Serves as a positive model for children's learning and behavior
___ Promotes relaxed, positive environment for all routines (e.g., lunch, rest)
___ Facilitates transitions between activities

COLLABORATION WITH CHILDREN'S FAMILIES:

___ Utilizes a variety of approaches to keep families informed and involved
___ Engages in positive problem-solving with families when necessary
___ Participates in family-school activities
___ Evidences respect for differences in children's family culture and structure
___ Utilizes information about children's family circumstances to guide instructional planning and practice
___ Plans and participates in home visits
___ Shares community resources with families
___ Collaborates in partnership with families on developing IFSPS and IEPs
___ Plans transitions to next environment with families

STAFF COLLABORATION:

___ Participates and promotes teamwork among teaching staff (e.g., teachers, aides)
___ Collaborates with support staff (e.g., social worker, psychologist, speech-language therapist)
___ Participates in an EI-Team or M-Team meeting
___ Is knowledgeable about and utilizes community resources, as appropriate

PERSONAL QUALITIES AND ATTRIBUTES

___ Emotional Maturity ___ Initiative ___ Resourcefulness ___ Reliability
___ Sense of Humor ___ Appearance ___ With-it-ness ___ Flexibility
___ Self-Confidence

Additional Comments regarding competencies as an early childhood educator:

Check to indicate if this evaluation was prepared by: ___Cooperating Teacher ___UWM Supervisor

Return Evaluation to UWM Office of Field Experiences, Enderis 295.

Signature of Cooperating Teacher Date | Signature of Student Date | Signature of University Supervisor Date

Distribution: ***White*** - Office of Field Experiences ***Canary*** - UWM Supervisor ***Pink*** - Student

Appendix D:

UWM-MATC Articulation Agreement

UNIVERSITY OF WISCONSIN MILWAUKEE

Vice Chancellor

UWM

February 17, 1994

MEMORANDUM

TO: Stephen R. Portch
Senior Vice President

FROM: Kenneth L. Watters
Provost and Vice Chancellor

RE: Articulation Agreement with Milwaukee Area Technical College

I am submitting for your information and approval the enclosed articulation agreements between UWM and MATC. One is in the area of Early Childhood Education and the other in Exceptional/Early Childhood Education. These agreements represent a great deal of communication between the faculty and staff of our two institutions and a significant step for the UWM School of Education in advancing our "spirit of accommodation" for transfer students. You may be assured that the course contents have been reviewed in great detail and that the course equivalencies described in the articulation agreements have been determined by the UWM departmental faculty. I commend them for their efforts in developing these articulation agreements. We are eager to dessiminate this agreement and look forward to your approval.

cc: John H. Schroeder, Chancellor
Gail Schneider, Interim Dean, School of Education
Frederick Sperry, Director of Enrollment Services
Ruth Williams, Assistant Vice Chancellor

Chapman Hall • PO Box 413 • Milwaukee, WI 53201 414 229-4501

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

University of Wisconsin-Milwaukee
School of Education
and
Milwaukee Area Technical College

MATC Associate Degree: A.A.S., Child Care and Development

UWM Baccalaureate Degree: B.S., Early Childhood Education, (Certification in Pre-Kindergarten - Grade 3)

PURPOSE:

This articulation program affords those students having Associate Degrees in Child Care and Development from MATC to be given credit for the UWM courses specified in this document.

PROGRAM TO PROGRAM TRANSFER COURSEWORK:

MATC COURSES			UWM EQUIVALENT COURSES		
307-156 and 307-164	Infant-Toddler Care Child Development Seminar I	3 1	272-301	Infants and Toddlers: Curriculum and Teaching	3
307-161	Orientation to Child Care/Professional Relations	2	272-312	Developing Early Childhood Programs	2
307-170 and 307-175 and 307-177	Curriculum I Curriculum II Developmentally Appropriate Programming	1 3 3	272-302	Curriculum at the PreK & K Level	3
307-176 and 307-186	Child Development Seminar II Teacher/Family Relations	1 2	272-505	Home-School Relations	3
307-180 and 307-182 and 307-183	Exceptional Education Practicum I* Exceptional Education Practicum II* Child Development Seminar III*	3 3 1	272-402	Student Teaching in Nursery School/Pre-Kindergarten	4

* Placements should be with three- and four-year-old children.

For information on how College-Parallel and General Education courses transfer from MATC to UWM, consult the current MATC/UWM Equivalency table (a copy may be found in both the UWM and MATC course catalogs).

ADDITIONAL CONDITIONS:

1. The UW-Milwaukee baccalaureate candidate must also meet UWM's General Education and Cultural Diversity Requirements (see Appendix A for MATC courses which satisfy these requirements).

2. Program-to-Program transfer courses/credits are accepted only for the degree specified in this agreement. A change of major invalidates these courses/credits for transfer unless they are approved within some other Program-to-Program Articulation Agreement for a different major at UW-Milwaukee.

3. Course equivalencies specified in this articulation agreement are subject to change in the event that the course curricula of either institution undergo revision.

4. The maximum number of credits that can be transferred from MATC to UWM is 70.

5. Credits will be granted only for courses at MATC in which a student has earned a grade of C or better.

6. Milwaukee Area Technical College students must have an Associate Degree in Child Care and Development earned after December 31, 1989. Course work must have been taken since January 1, 1987. This agreement may not apply to students who completed college work prior to enrolling at MATC.

7. A minimum grade point average of 2.5 on transferable MATC work is required.

8. Admission to UWM does NOT guarantee admission to the professional program in the UWM School of Education. For further information on the admission requirements for the professional program, consult Appendix B.

APPROVALS:

2-11-94

Alison Ford, Chair
Department of Exceptional Education
University of Wisconsin-Milwaukee

2/14/94

Lee Luebke, Chair
Department of Curriculum & Instruction
University of Wisconsin-Milwaukee

Barbara Cannell, Associate Dean
Child Care and Development Program
Milwaukee Area Technical College

Amy Otis-Wilborn, Acting Director
Center for Teacher Education
University of Wisconsin-Milwaukee

Gail Schneider, Interim Dean
School of Education
University of Wisconsin-Milwaukee

Marietta Advincula, Dean
Milwaukee Area Technical College

Dorsey Kendrick, Interim Deputy Director
Milwaukee Area Technical College

John Birkholz
Interim Director
Milwaukee Area Technical College

John H. Schroeder, Chancellor
University of Wisconsin-Milwaukee

EFFECTIVE DATE: July 1, 1993

APPENDIX A

UW-MILWAUKEE/MATC COURSE EQUIVALENCIES

UW-MILWAUKEE Education Requirements	MATC Equivalent		
Communication Proficiency:			
Communication 103	Speech	201	Elements of Speech
Communication 101	Speech	203	Interpersonal Communication
Fine Arts Electives: (Choose 6 credits)	Art	201	Understanding Art
	Music	205	Music Appreciation
	Music	206	History of Rock Music
	Speech	212	Intro to Theatre
Math Proficiency:			
Math 105	Math	200	Intermediate Algebra
	OR		(Taken after Sem II,89/90)
	Math	201	College Algebra
Humanities:			
Literature Elective (Select one)	English	213	American Literature 1
		214	American Lit 2
		215	Contemporary Lit
		*218	Afro-American Lit 1
		*219	Afro-American Lit 2
		*220	Native American Lit
		222	Images-Woman in Lit
Humanities Elective (Select one)	Foreign Lang		Spanish 4
	History	201	Europe
	History	203	Western Civilization
	History	204	Western Civilization
	Soc Sci	250	Intro to Philosophy
	Speech	201	Elements of Speech 1
	Speech	206	Intercultural Communication

Natural Science:

NOTE: Elementary Education majors select one Biological, one Earth, and one Physical Science. Two labs are required. All other majors select one Biological and one Earth or Physical Science. One lab is required.

Biological Science (Select one)	Natural Science:		
		103	Anatomy & Physiology
		136	General Biology
		161	Microbiology
		201	Anatomy & Phys 1
		202	Anatomy & Phys 2
		205	Zoology 1
		206	Zoology 2
		208	Botany Non-Vasc Plant

*Also meets the Cultural Diversity Requirement

APPENDIX B

ADMISSION REQUIREMENTS FOR ENTRANCE TO THE UWM PROFESSIONAL PROGRAM:

To be eligible for admission to the professional program, students must meet the following conditions:

1. completion of 58 degree credits (transferable MATC credits plus UWM credits);

2. 2.5 cumulative grade point average on transferable credits (it must be emphasized that a 2.5 GPA is the minimum GPA and does not guarantee acceptance into the professional program);

3. the School of Education admission requirements:

    a. Preprofessional Skills Test (PPST scores of 175 in Reading, 173 in Math; 174 in Writing)

    b. English Composition Requirement: passing score on essay exam or grade of C or better in English 112 (can only be taken at UWM).

    c. Mathematics: passing score on placement or proficiency test OR grade of C or better in UWM's Math 105, 106, 109 or 175 or equivalent at MATC. Students enrolled in a degree program at an accredited institution prior to Semester I, 1986-87 must pass placement or proficiency test or earn a grade of C in Math 095.

    d. Communications Proficiency by taking UWM's Communication 101 or 103 or equivalent at MATC.

    e. Completion of Introduction to Teaching (300-100 at UWM, 809-255 at MATC) and positive recommendation from field placement.

Acceptance into the professional years is based upon academic and non-academic criteria determined by the Department of Curriculum and Instruction.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

University of Wisconsin-Milwaukee
School of Education
and
Milwaukee Area Technical College

MATC Associate Degree: A.A.S., Child Care and Development

UWM Baccalaureate Degree: B.S., Exceptional Education, (Certification in Early Childhood: Exceptional Education Needs)

PURPOSE:

This articulation program affords those students having Associate Degrees in Child Care and Development from MATC to be given credit for the UWM courses specified in this document.

PROGRAM TO PROGRAM TRANSFER COURSEWORK:

MATC COURSES			UWM EQUIVALENT COURSES		
307-156	Infant-Toddler Care	3	272-301	Infant-Toddler Curriculum	3
307-161 and 307-164	Orientation to Child Care / Professional Relations Child Development Seminar I	2 1	272-312	Developing EC Programs	3
307-163	Intro to Child Growth & Development	3	315-XXX	Educational Psychology Elective	3
307-165 and 307-173	Guiding Child Behavior Program Planning Birth-Six	3 3	360-670	Classroom Management	3
307-170 and 307-177 and 307-175	Curriculum 1 Developmentally Appropriate Programming Curriculum 2	1 3 3	272-302	N/K Curriculum	3
307-176 and 307-186	Child Development Seminar 2 Teacher/Family Relations	1 2	272-505	Home-School Relations	3

307-180 and 307-182 and 307-183	E. C. Practicum 1* E. C. Practicum 2* Child Development Seminar 3*	3 3 1	272-402	Student Teaching N/K	4
307-189 and 307-190	E. C. Practicum 3* Child Development Seminar 4	4 1	360-200	Fieldwork	2
809-255	Introduction to Teaching	3	300-100	Introduction to Teaching	3

* Practicum placement must be in an Early Childhood: Exceptional Education Needs setting.

For information on how College-Parallel and General Education courses transfer from MATC to UWM, consult the current MATC/UWM Equivalency table (a copy may be found in both the UWM and MATC course catalogs).

ADDITIONAL CONDITIONS:

1. The UW-Milwaukee baccalaureate candidate must also meet UWM's General Education and Cultural Diversity Requirements (see Appendix A for MATC courses which satisfy these requirements).

2. Program-to-Program transfer courses/credits are accepted only for the degree specified in this agreement. A change of major invalidates these courses/credits for transfer unless they are approved within some other Program-to-Program Articulation Agreement for a different major at UW-Milwaukee.

3. Course equivalencies specified in this articulation agreement are subject to change in the event that the course curricula of either institution undergo revision.

4. The maximum number of credits that can be transferred from MATC to UWM is 70.

5. Credits will be granted only for courses at MATC in which a student has earned a grade of C or better.

6. Milwaukee Area Technical College students must have an Associate Degree in Child Care and Development earned after December 31, 1989. Course work must have been taken since January 1, 1987. This agreement may not apply to students who completed college work prior to enrolling at MATC.

7. A minimum grade point average of 2.5 on transferable MATC work is required.

8. The UWM course requirement, Educational Pyschology (315-330, Introduction to Learning and Development), will be waived.

9. Admission to UWM does NOT guarantee admission to the professional program in the UWM School of Education. For further information on the admission requirements for the professional program, consult Appendix B.

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*Also meets the Cultural Diversity Requirement

APPROVALS:

2-11-94

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John H. Schroeder

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1. completion of 58 degree credits (transferable MATC credits plus UWM credits);

2. 2.5 cumulative grade point average on transferable credits (it must be emphasized that a 2.5 GPA is the minimum GPA and does not guarantee acceptance into the professional program);

3. completion of a minimum of 75 hours of volunteer or paid work experience in an early childhood exceptional education setting;

4. the School of Education admission requirements:

    a. Preprofessional Skills Test (PPST scores of 175 in Reading, 173 in Math; 174 in Writing)

    b. English Composition Requirement: passing score on essay exam or grade of C or better in English 112 (can only be taken at UWM).

    c. Mathematics: passing score on placement or proficiency test OR grade of C or better in UWM's Math 105, 106, 109 or 175 or equivalent at MATC. Students enrolled in a degree program at an accredited institution prior to Semester I, 1986-87 must pass placement or proficiency test or earn a grade of C in Math 095.

    d. Communications Proficiency by taking UWM's Communication 101 or 103 or equivalent at MATC.

    e. Completion of Introduction to Teaching (300-100 at UWM, 809-255 at MATC) and positive recommendation from field placement.

Acceptance into the professional years is based upon academic and non-academic criteria determined by the Department of Exceptional Education.

Appendix E:

Evaluation Plan

UWM PRESERVICE STUDENT QUESTIONNAIRE

1. *What has kept you motivated to continue in the Excel program?*

2. *Have your expectations/hopes changed as the program has continued?*

   Other thoughts; feelings?

3. *Describe your experiences in the program during the last year.*

   a) *Who/what has been helpful - What are the positive things that have happened?*

   b) *What could be done differently? Are there negative things that have happened as a result of your entering the program? What?*

   c) *What obstacles beyond what you've already listed?*

   d) *Any other?*

4. *Are you progressing in the program as you thought you would? Taking courses on schedule, taking more or less credits than you thought, meeting your timelines?*

5. *What have your experiences been with classes?*

   a. *general education classes:*

   b. *education classes:*

   c. *content/assignments:*

   d. *difficulty level:*

   e. *staff:*

   f. *faculty:*

   g. *other students:*

6. *What would you like to see happen next as part of the Ex Cel Program?*

   a. *for yourself:*

   b. *program activities:*

7. *Have any other changes occurred in you/your life as a result of your participating in the program?*

   a. *Has your role or position in your workplace changed?*

   b. *Has your position, awareness or involvement in the community changed?*

8. *What resources or supports do you continue to use to cope/adapt with your first semester at UWM?:*

   Are there any new resources or supports you now use?

   UWM:

   Others:

9. *Have you developed a mentoring relationship? When did this happen? Is this person someone you've worked with? A relative? Friend? Other?*

10. *Would you have liked to been linked with a mentor?*

11. *Given your background, what do you think your special contribution can be in the field of early intervention?*

12. *In entering and attending UWM, have any specific issues risen which relate to your:*

Race: As a person of color, etc., what have your experiences been in attending UWM?

Sex:

Language:

Status as a parent of a child with special needs:

Other family issues:

13. *For new students entering the preservice program, what would you like to tell them based on your experiences in your beginning semester(s)?*

14. *What are your plans for continuing in the EC:EEN program when the grant finishes?*

wp/interview